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ABSTRACT

This document is intended to show the relationship between Ohio's Standards and Competencies, Equipped for the Future's (EFF's) Standards and Components of Performance, and Ohio's Revised Benchmarks. The document is divided into three parts, with Part 1 covering mathematics instruction, Part 2 covering reading instruction, and Part 3 covering writing. Each part is divided into six sections devoted to the following instructional levels: (1) beginning literacy; (2) beginning adult basic and literacy education (ABLE); (3) low intermediate ABLE; (4) high intermediate ABLE; (5) low adult secondary education; and (6) high adult secondary education. The mathematics competencies covered range from recognizing numbers and numerals to applying numbers in consumer settings, solving simple word problems, using common mathematical documents, measuring, estimating, demonstrating complex mathematics skills, and applying knowledge of mathematical concepts to understanding and computing using mathematical information. Selected reading competencies covered are as follows: using word recognition skills to decode, pronounce, and comprehend the meaning of familiar words and new words introduced through instruction; demonstrating skill in varying reading rate for specific purposes; and reading and interpreting complex documents. The writing competencies covered range from demonstrating basic eye-hand coordination to composing appropriate written documents and using writing as a tool for professional or personal communication. (MN)

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Benchmarks-Standards Comparisons

The purpose of these documents is to show the relationship between Ohio's Standards and Competencies, Equipped for the Future's (EFF) Standards and Components of Performance, and Ohio's Revised Benchmarks

- Math Competencies - EFF Benchmarks Comparison
- Reading Competencies - EFF Benchmarks Comparison
- Writing Competencies - EFF Benchmarks Comparison

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LEVEL 1 MATH (BEGINNING LITERACY)

Ohio's Standards and Competencies (July 2000-June 2003)	EFF standard and Components of Performance	Ohio's Revised Benchmarks (July 2003-)
1. Recognize numbers and numerals. C.1 1.1 Identify and write the numerals 1 - 9. C.1, C.2 1.2 Count recognizing correct number sequence up to 100. C.1 1.3 Identify place value. C.1 **2. Demonstrate basic computation skills.** C.2 2.1 Identify when addition or subtraction is needed to solve simple mathematical problems. C.2 2.2 Add and subtract whole numbers involving simple borrowing. C.2 2.3 Add and subtract using a calculator. C.2 **3. Apply numbers in consumer settings.** C.2 3.1 Identify names and values of common coins and currency. C.1 3.2 Recognize symbols for currency, such as ($) and (.).C.1 3.3 Use currency and coins to make change. C.2 3.4 Read and write time, both analog and digital. C.1, C.2 3.5 Read and write dates. C.2 3.6 Use numbers in daily situations (e.g., price tags, checkbooks, receipts). C.2 **4. Understand basic mathematics concepts.** C.1 4.1 Count by 2's, 5's, and 10's. C.1 4.2 Recognize simple shapes (squares, rectangles, circles, and triangles). C.1 4.3 Identify and continue simple patterns and sequences. C.1, C.2 4.4 Identify, present, and write simple fractions. C.1, C.2	**Use math to solve problems and communicate.** C.1 Understand, interpret, and work with pictures, numbers, and symbolic information. C.2 Apply knowledge of mathematical concepts and procedures to figure out how to answer a question, solve a problem, make a prediction, or carry out a task that has a mathematical dimension. C.3 Define and select data to be used in solving the problem. C.4 Determine the degree of precision required by the situation. C.5 Solve problem using appropriate quantitative procedures and verify that the results are reasonable. C.6 Communicate results using a variety of mathematical representations, including graphs, charts, tables, and algebraic models.	1.1.1 Count with understanding and recognize how many objects are in a set. C.1 1.1.2 Connect number words and numerals to the quantities they represent. C.1 1.1.3 Model meanings of addition and subtraction of one-digit whole numbers. C.2, C.6 1.1.4 Identify U.S. currency and coins. C.1 1.1.5 Choose and use appropriate units and instruments to measure length, weight, capacity, time, and temperature. C.1, C.2, C.3 1.1.6 Recognize and identify simple two- and three-dimensional shapes. C.1 1.1.7 Identify key features of simple everyday graphs and charts. C.1, C.6 1.1.8 Continue simple patterns and sequences using colors, shapes, and numbers. C.1, C.2, C.5, C.6 1.1.9 Choose to perform one-digit addition or subtraction, where appropriate. C.2, C.5 1.1.10 Use problem solving strategies. C.5 1.1.11 Use calculator to solve problems. C.2, C.4, C.5 1.1.12 Identify the information necessary to solve the problem. C.3 1.1.13 Round to the nearest 10. C.4 1.1.14 Estimate to check the reasonableness of results. C.4, C.5 1.1.15 Use calculator to confirm results. C.5 1.1.16 Communicate the results with words (i.e., written or verbal), diagrams, and/or numerals. C.6

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LEVEL 2 MATH (BEGINNING ABLE)

Ohio's Standards and Competencies (July 2000-June 2003)	EFF standard and Components of Performance	Ohio's Revised Benchmarks (July 2003-)
1. Compute using whole numbers and identify simple fractions. C.2 1.1 Identify and write the numerals from 1 - 100. C.1, C.2 1.2 Add and subtract whole numbers involving extensive borrowing and carrying. C.2 1.3 Multiply and divide whole numbers with regrouping and remainders. C.2 1.4 Identify when multiplication or division is needed to solve simple mathematical problems. C.2 1.5 Recognize and use basic multiplication and division facts to complete mathematical problems. C.1, C.2, C.5 1.6 Write simple fractions from pictorial illustrations. C.2 1.7 Apply calculator skills in multiplying and dividing of whole numbers. C.1, C.2 1.8 Count and recognize correct number sequence to 1,000. C.1 1.9 Identify and continue moderately complex patterns and sequences. C.1, C.2 **2. Apply numbers in consumer settings. C.2** 2.1 Interpret meanings of dates, times, and temperatures. C.1 2.2 Calculate solutions to simple problems involving dates, times, and temperatures. C.1, C.5 2.3 Use numbers in daily situations (e.g., travel and appointment schedules, recipes, etc). C.2	**Use math to solve problems and communicate.** C.1 Understand, interpret, and work with pictures, numbers, and symbolic information. C.2 Apply knowledge of mathematical concepts and procedures to figure out how to answer a question, solve a problem, make a prediction, or carry out a task that has a mathematical dimension. C.3 Define and select data to be used in solving the problem. C.4 Determine the degree of precision required by the situation. C.5 Solve problem using appropriate quantitative procedures and verify that the results are reasonable. C.6 Communicate results using a variety of mathematical representations, including graphs, charts, tables, and algebraic models.	1.2.1 Count with understanding and recognize how many objects are in a set. C.1 1.2.2 Connect number words and numerals to the quantities they represent. C.1 1.2.3 Model meanings of addition and subtraction of two- and three-digit whole numbers. C.1, C.6 1.2.4 Perform multiplication facts through 12 x 12. C.2 1.2.5 Divide two-digit numbers by one-digit numbers (no remainder). C.1 1.2.6 Identify simple fractions. C.1 1.2.7 Make change using U.S. coins and currency. C.2 1.2.8 Choose and use appropriate units and instruments to measure length, weight, capacity, time, and temperature. C.1, C.2, C.3 1.2.9 Find perimeter of polygons. C.2 1.2.10 Identify key features of simple everyday graphs and charts. C.1, C.6 1.2.11 Read and solve simple equations with addition and subtraction (e.g., 3 + □ = 8). C.2, C.5 1.2.12 Use substitution to determine solutions of equations. C.2, C.5 1.2.13 Identify, continue, and construct patterns and sequences. C.1, C.2, C.6 1.2.14 Choose to perform two- and three-digit addition or subtraction, where appropriate. C.2, C.5 1.2.15 Use problem solving strategies. C.5 1.2.16 Use calculator to solve problems. C.2, C.4, C.5 1.2.17 Identify the information necessary to solve the problem. C.3 1.2.18 Round to the nearest 100 or 1000. C.4 1.2.19 Estimate to check the reasonableness of results. C.4, C.5 1.2.20 Use calculator to confirm results. C.5 1.2.21 Communicate the results with words (i.e., written or verbal), diagrams, and/or numerals. C.6

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LEVEL 3 MATH (LOW INTERMEDIATE ABLE)

Ohio's Standards and Competencies (July 2000-June 2003)	EFF standard and Components of Performance	Ohio's Revised Benchmarks (July 2003-)
1. Compute using whole numbers and fractions. C.2 1.1 Average whole numbers. C.2 1.2 Round whole numbers. C.4 1.3 Add and subtract fractions with common denominators. C.2 **2. Solve simple word problems.** C.5 2.1 Demonstrate problem solving steps. C.2 2.2 Identify key words and determine which operations are required to solve simple word problems. C.2, C.3 2.3 Solve simple word problems. C.5 **3. Use common mathematical documents.** C.2 3.1 Interpret basic charts, graphs, schedules, tables, and/or diagrams. C.2 3.2 Construct basic charts, graphs, schedules, tables, and/or diagrams. C.6 **4. Understand basic algebraic terms and functions.** C.1 4.1 Identify, classify, and write numeric symbols as numbers and as words. C.1, C.2 4.2 Identify basic algebraic functions and patterns. C.1 **5. Measure.** C.2 5.1 Recognize, use, and measure linear dimensions. C.1, C.2 5.2 Recognize, use, and measure basic geometric shapes and angles. C.1, C.2 5.3 Recognize, use, and measure weight. C.1, C.2 5.4 Select, use, and interpret basic problem-solving tools (e.g., calculators, mathematical tables, and instruments such as rulers, scales, gauges, and dials). C.2 5.5 Calculate solutions to simple problems involving distance and weight. C.1, C.2, C.5 5.6 Interpret typical uses of numbers in documents and in consumer settings (e.g., maps, nutritional information, recipes, etc). C.2	**Use math to solve problems and communicate.** C.1 Understand, interpret, and work with pictures, numbers, and symbolic information. C.2 Apply knowledge of mathematical concepts and procedures to figure out how to answer a question, solve a problem, make a prediction, or carry out a task that has a mathematical dimension. C.3 Define and select data to be used in solving the problem. C.4 Determine the degree of precision required by the situation. C.5 Solve problem using appropriate quantitative procedures and verify that the results are reasonable. C.6 Communicate results using a variety of mathematical representations, including graphs, charts, tables, and algebraic models.	1.3.1 Compare and order fractions. C.1 1.3.2 Compare and order decimals. C.1 1.3.3 Connect number words and numerals to the quantities they represent. C.1 1.3.4 Model meanings of addition and subtraction of decimals. C.1, C.6 1.3.5 Make change using U.S. coins and currency. C.2 1.3.6 Choose and use appropriate units and instruments to measure length, weight, capacity, time, and temperature. C.1, C.2, C.3 1.3.7 Find area of rectangular shapes. C.2 1.3.8 Identify parallel lines, perpendicular lines, and intersecting lines. C.1 1.3.9 Identify and write ratios and proportions. C.1 1.3.10 Determine simple probabilities. C.2 1.3.11 Collect and interpret data. C.3 1.3.12 Use data to construct simple graphs, schedules, tables, and diagrams. C.3, C.6 1.3.13 Find simple mean, median, mode, and range. C.1, C.2 1.3.14 Solve simple equations using order of operations (i.e., multiplication, division, addition, subtraction), excluding parentheses and exponents. C.2, C.5 1.3.15 Use substitution to determine solutions of equations, including formulas. C.2, C.5 1.3.16 Identify, continue, and construct patterns and sequences. C.1, C.2, C.5, C.6 1.3.17 Choose to perform addition, subtraction, multiplication and division operations using whole numbers up to three digits, where appropriate. C.2, C.5 1.3.18 Use problem solving strategies. C.5 1.3.19 Use calculator to solve problems. C.2, C.4, C.5 1.3.20 Identify the information necessary to solve the problem. C.3

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LEVEL 3 MATH (LOW INTERMEDIATE ABLE) Continued		
Ohio's Standards and Competencies (July 2000-June 2003)	**EFF standard and Components of Performance**	**Ohio's Revised Benchmarks (July 2003-)**
		1.3.21 Apply concept of rounding to specified place value (i.e., thousandths through whole numbers). C.4 1.3.22 Estimate to check the reasonableness of results. C.4, C.5 1.3.23 Use calculator to confirm results. C.5 1.3.24 Communicate the results with words (i.e., written or verbal), diagrams, and/or numerals. C.6

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LEVEL 4 MATH (HIGH INTERMEDIATE ABLE)

Ohio's Standards and Competencies (July 2000-June 2003)	EFF standard and Components of Performance	Ohio's Revised Benchmarks (July 2003-)
1. Recognize numbers and demonstrate moderately complex computation skills. C.1, C.2 1.1 Identify information needed to solve a moderately complex mathematical problem. C.3 1.2 Recognize moderately complex mathematical concepts (i.e., decimals, number lines, sequences, percents, ratios, comparisons). C.1 1.3 Identify missing elements in simple numeric and word problems. C.3 **2. Compute using fractions, decimals, and percents.** C.1, C.5 2.1 Compute (add, subtract, multiply, & divide) fractions with and without common denominators. C.1 2.2 Identify and calculate equivalent fractions. C.1 2.3 Compute (add, subtract, multiply, & divide) decimals. C.2 2.4 Convert decimal fractions to common fractions and percents. C.2 2.5 Solve word problems involving fractions and decimals. C.5 **3. Measure.** C.2 3.1 Recognize, use, and measure moderately complex geometric shapes and angles. C.1, C.2 3.2 Recognize, use, and measure area and volume. C.1, C.2 3.3 Calculate solutions to moderately complex problems involving distance, weight, and volume. C.1, C.2, C.5 3.4 Interpret uses of numbers in documents and in various settings. C.2 **4. Solve moderately complex word problems.** C.5 4.1 Solve moderately complex word problems. C.5 **5. Estimate.** C.4 5.1 Estimate arithmetic results without a calculator prior to calculations (e.g., estimate sales tax or tip on service). C.4 5.2 Use estimation to check the reasonableness of results. C.4	**Use math to solve problems and communicate.** C.1 Understand, interpret, and work with pictures, numbers, and symbolic information. C.2 Apply knowledge of mathematical concepts and procedures to figure out how to answer a question, solve a problem, make a prediction, or carry out a task that has a mathematical dimension. C.3 Define and select data to be used in solving the problem. C.4 Determine the degree of precision required by the situation. C.5 Solve problem using appropriate quantitative procedures and verify that the results are reasonable. C.6 Communicate results using a variety of mathematical representations, including graphs, charts, tables, and algebraic models.	1.4.1 Compare and order negative integers. C.1 1.4.2 Connect number words and numerals to the quantities they represent. C.1 1.4.3 Model meanings of four basic math operations (i.e., addition, subtraction, multiplication, division) using whole numbers, fractions, and decimals. C.1, C.6 1.4.4 Choose and use appropriate units and instruments to measure length, weight, capacity, time, and temperature. C.1, C.2, C.3 1.4.5 Calculate perimeter and area of all shapes, including circles. C.2 1.4.6 Calculate volume of rectangular shapes and cylinders. C.2 1.4.7 Identify and write ratios and proportions. C.1 1.4.8 Determine simple probabilities. C.2 1.4.9 Collect and interpret data. C.3 1.4.10 Use data to construct graphs, schedules, tables, and diagrams. C.3, C.6 1.4.11 Find simple mean, median, mode, and range. C.1, C.2 1.4.12 Solve simple equations using order of operations (i.e., multiplication, division, addition, subtraction) excluding parentheses and exponents. C.2, C.5 1.4.13 Write simple equations using order of operations, excluding parentheses and exponents. C.2, C.6 1.4.14 Use substitution to determine solutions of equations, including formulas. C.2, C.5 1.4.15 Identify, continue, and construct patterns and sequences. C.1, C.2, C.5, C.6 1.4.16 Choose to perform addition, subtraction, multiplication, and division operations using whole numbers up to three digits, where appropriate. C.2, C.5 1.4.17 Use problem solving strategies. C.5 1.4.18 Use calculator to solve problems. C.2, C.4, C.5 1.4.19 Identify the information necessary to solve the problem. C.3

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LEVEL 4 MATH (HIGH INTERMEDIATE ABLE) Continued		
Ohio's Standards and Competencies (July 2000-June 2003)	**EFF standard and Components of Performance**	**Ohio's Revised Benchmarks (July 2003-)**
5.3 Compare and round decimals. C.4		1.4.20 Apply concept of rounding to specified place value. C.4 1.4.21 Estimate to check the reasonableness of results. C.4, C.5 1.4.22 Use calculator to confirm results. C.5 1.4.23 Communicate the results with words (i.e., written or verbal), diagrams, and/or numerals. C.6

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LEVEL 5 MATH (LOW ADULT SECONDARY EDUCATION)

Ohio's Standards and Competencies (July 2000-June 2003)	EFF standard and Components of Performance	Ohio's Revised Benchmarks (July 2003-)
1. Demonstrate complex computation skills. C.2 1.1 Recognize and use complex mathematical concepts (i.e., percentages, sequences, ratios, and proportions). C.1, C.2 1.2 Identify information needed to solve complex mathematical problems requiring several logical steps and multiple computations. C.3 1.3 Identify and use complex geometric and algebraic functions, patterns, and formulas. C.1, C.2 1.4 Solve complex word problems. C.5 **2. Use common mathematical documents.** C.2 2.1 Interpret moderately complex schedules, tables, charts, and diagrams. C.2 2.2 Construct moderately complex schedules, tables, charts, and diagrams. C.2 **3. Estimate.** C.4 3.1 Estimate arithmetic results for complex computation problems without a calculator prior to calculations. C.4 3.2 Use estimation to check reasonableness of results. C.4	**Use math to solve problems and communicate.** C.1 Understand, interpret, and work with pictures, numbers, and symbolic information. C.2 Apply knowledge of mathematical concepts and procedures to figure out how to answer a question, solve a problem, make a prediction, or carry out a task that has a mathematical dimension. C.3 Define and select data to be used in solving the problem. C.4 Determine the degree of precision required by the situation. C.5 Solve problem using appropriate quantitative procedures and verify that the results are reasonable. C.6 Communicate results using a variety of mathematical representations, including graphs, charts, tables, and algebraic models.	1.5.1 Compare and order equivalent forms of commonly used fractions, decimals, and percents. C.1 1.5.2 Connect number words and numerals to the quantities they represent. C.1 1.5.3 Model meanings of four basic math operations (i.e., addition, subtraction, multiplication, division) using whole numbers, fractions, and decimals. C.1, C.6 1.5.4 Choose and use appropriate units and instruments to measure length, weight, capacity, time, and temperature. C.1, C.2, C.3 1.5.5 Identify and name angles including right, supplementary, complementary, and vertical. C.1 1.5.6 Find the third interior angle of triangles. C.1, C.2 1.5.7 Identify and compute powers and roots. C1, C.2 1.5.8 Use ratios, proportions, and percents to solve word problems. C.2, C.5 1.5.9 Use simple probabilities to predict outcomes. C2 1.5.10 Collect and interpret data. C3 1.5.11 Use data to construct graphs, schedules, tables, and diagrams. C3, C6 1.5.12 Find simple mean, median, mode, and range. C1, C2 1.5.13 Use order of operations (i.e., parentheses, exponents, multiplication, division, addition, subtraction) to evaluate expressions with variables. C.2, C.5 1.5.14 Use substitution to determine solutions of equations, including formulas. C.2, C.5 1.5.15 Identify, continue, and construct patterns and sequences. C.1, C.2, C.5, C.6 1.5.16 Choose to perform addition, subtraction, multiplication, or division operations, using whole numbers, decimals, fractions, and/or percents, where appropriate. C.2, C.5 1.5.17 Use problem solving strategies. C.5 1.5.18 Use calculator to solve problems. C.2, C.4, C.5 1.5.19 Identify the information necessary to solve the problem. C.3 1.5.20 Apply concept of rounding to specified place value. C.4

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		1.5.21 Estimate to check the reasonableness of results. C.4, C.5 1.5.22 Use calculator to confirm results. C.5 1.5.23 Communicate the results with words (i.e., written or verbal), diagrams, and/or numerals. C.6

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LEVEL 6 MATH (HIGH ADULT SECONDARY EDUCATION)

Ohio's Standards and Competencies (July 2000-June 2003)	EFF standard and Components of Performance	Ohio's Revised Benchmarks (July 2003-)
1. Apply knowledge of mathematical concepts to understand and compute using mathematical information. C.2 1.1 Interpret, organize, and analyze data using basic statistical conventions (e.g., mean, median, mode, percentiles). C.1, C.2 1.2 Identify key words and determine which operations are required to solve word problems involving fractions, decimals, percentages, and geometric or algebraic functions. C.2 1.3 Locate missing information and identify misleading or unnecessary information to complete task. C.3 1.4 Generalize, interpret, and apply methods and results over a variety of mathematical contexts. C.2	**Use math to solve problems and communicate.** C.1 Understand, interpret, and work with pictures, numbers, and symbolic information. C.2 Apply knowledge of mathematical concepts and procedures to figure out how to answer a question, solve a problem, make a prediction, or carry out a task that has a mathematical dimension. C.3 Define and select data to be used in solving the problem. C.4 Determine the degree of precision required by the situation. C.5 Solve problem using appropriate quantitative procedures and verify that the results are reasonable. C.6 Communicate results using a variety of mathematical representations, including graphs, charts, tables, and algebraic models.	1.6.1 Compare and order equivalent forms of commonly used fractions, decimals, and percents. C.1 1.6.2 Connect number words and numerals to the quantities they represent. C.1 1.6.3 Model meanings of four basic math operations (i.e., addition, subtraction, multiplication, division) using whole numbers, fractions, and decimals. C.1, C.6 1.6.4 Choose and use appropriate units and instruments to measure length, weight, capacity, time, and temperature. C.1, C.2, C.3 1.6.5 Solve problems using the Pythagorean theorem. C.2, C.5 1.6.6 Use ratios, proportions, and percents to solve word problems. C.2, C.5 1.6.7 Collect and interpret data. C.3 1.6.8 Use data to construct graphs, schedules, tables, and diagrams C.3, C.6 1.6.9 Find simple mean, median, mode, and range. C.1, C.2 1.6.10 Use order of operations (i.e., parentheses, exponents, multiplication, division, addition, subtraction) to evaluate expressions with variables. C.2, C.5 1.6.11 Use substitution to determine solutions of equations, including formulas. C.2, C.5 1.6.12 Identify, continue, and construct patterns and sequences. C.1, C.2, C.5, C.6 1.6.13 Choose to perform trigonometric functions, where appropriate. C.2, C.5 1.6.14 Use problem solving strategies. C.5 1.6.15 Use calculator to solve problems. C.2, C.4, C.5 1.6.16 Identify the information necessary to solve the problem. C.3 1.6.17 Apply concept of rounding to specified place value. C.4 1.6.18 Estimate to check the reasonableness of results. C.4, C.5 1.6.19 Use calculator to confirm results. C.5 1.6.20 Communicate the results with words (i.e., written or verbal), diagrams, and/or numerals. C.6

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LEVEL 1 READING (BEGINNING LITERACY)

Ohio's Standards and Competencies (July 2000-June 2003)	EFF standard and Components of Performance	Ohio's Revised Benchmarks (July 2003-)
1. **Use word recognition skills to decode, pronounce, and comprehend the meaning of familiar words and of new words introduced through instruction.** C.2 1.1 Recognize selected words by sight (sight vocabulary). C.2 1.2 Apply basic symbol/sound correspondences for the letters of the alphabet to pronounce and identify words (phonics skills). C.2 1.3 Apply basic word/language patterns (e.g., syllables, common affixes) to pronounce and identify words. C.2 1.4 Use context clues to identify unfamiliar words. C.2 1.5 Apply picture clues to identify unfamiliar words. C.2 1.6 Use simple reference tools (e.g., picture dictionary, word lists, electronic spellers) as source of information about unfamiliar words in text. C.2 1.7 Display an understanding of the concepts of print (left to right, return sweep, and top to bottom). C.2 1.8 Read and comprehend simple sentences. C.2 1.9 Apply simple punctuation knowledge to interpret meaning. C.2 2. **Demonstrate knowledge of principles of alphabetization.** C.2 2.1 Write and say alphabet in correct order. C.2 2.2 Distinguish upper and lower case letters of the alphabet. C.2 2.3 Apply knowledge to arrange selected words in alphabetical order. C.2 3. **Apply reading skills to functional and information texts.** C.4 3.1 Recognize common symbols (e.g., $, %, &). C.2 3.2 Identify common functional and survival signs (e.g., stop, restroom, fire). C.2 4. **Apply basic comprehension-monitoring (metacognitive) strategies.** C.3 4.1 Use pre-reading strategies (e.g., prediction, questioning, prior knowledge). C.1 4.2 Use comprehension checking strategies (e.g., rereading, self-questioning). C.3	**Read with understanding.** C.1 Determine the reading purpose. C.2 Select reading strategies appropriate to the purpose. C.3 Monitor comprehension and adjust reading strategies. C.4 Analyze information and reflect on its underlying meaning. C.5 Integrate it with prior knowledge to address reading purpose.	2.1.1 Identify prior knowledge about topic. C.1, C.5 2.1.2 Identify reasons for reading. C.1 2.1.3 Use decoding skills (e.g., phonemic awareness, alphabetic knowledge, word recognition) to read. C.2 2.1.4 Use context clues (e.g., word order) to read text (i.e., words, sentences, ideas). C.2 2.1.5 Use comprehension strategies (e.g., questioning, retelling). C.2 2.1.6 Use fix-up strategies (e.g., look back or read on, identify word errors, alter reading rate) when lack of understanding occurs. C.3 2.1.7 Identify the stated main idea of the text. C.4 2.1.8 Draw conclusions about the ideas in the text (e.g., true or false). C.4 2.1.9 Connect new information with prior knowledge to address reading purpose. C.5

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LEVEL 2 READING (BEGINNING ABLE)

Ohio's Standards and Competencies (July 2000-June 2003)	EFF standard and Components of Performance	Ohio's Revised Benchmarks (July 2003-)
1. **Demonstrate knowledge of vocabulary in selected instructional contexts.** C.2 1.1 Identify and comprehend the meaning of basic functional (i.e., life skills), occupational, and content-specific (i.e., academic) vocabulary. C.2 1.2 Use context clues and the meaning of common affixes to select or infer the meaning of unfamiliar words. C.2 1.3 Use context clues to distinguish meanings of synonyms, antonyms, and homonyms. C.2 1.4 Apply vocabulary knowledge to comprehend text on familiar topics introduced through instruction. C.2 2. **Read and interpret common signs, symbols, and abbreviations.** C.2 2.1 Identify and interpret basic social and survival signs (e.g., classified ads, clothing labels, road signs, and alpha-numeric codes, such as aisle numbers). C.2 2.2 Identify and interpret common safety codes and symbols. C.2 2.3 Identify and interpret commonly-used abbreviations (e.g., weights, measures, and sizes). C.2 2.4 Apply knowledge of signs, symbols, and abbreviations to comprehend and perform simple tasks (e.g., recipes, prescriptions, public signs, laundering labels). C.2 3. **Apply skills to read and interpret simple functional and informational documents (e.g., tables, schedules, charts, graphs, maps, forms).** C.4 3.1 Locate information in simple documents and common reference sources (e.g., telephone directory, encyclopedia). C.4 3.2 Follow directions for completing common documents (e.g., forms, schedules). C.4 3.3 Interpret abbreviations commonly used in documents. C.2 3.4 Apply knowledge of simple documents to perform basic tasks. C.4	**Read with understanding.** C.1 Determine the reading purpose. C.2 Select reading strategies appropriate to the purpose. C.3 Monitor comprehension and adjust reading strategies. C.4 Analyze information and reflect on its underlying meaning. C.5 Integrate it with prior knowledge to address reading purpose.	2.2.1 Identify prior knowledge about topic. C.1, C.5 2.2.2 Select purpose (e.g., to be informed, to be entertained, to practice skills) to focus reading. C.1 2.2.3 Use decoding skills (e.g., phonemic awareness, alphabetic knowledge, word recognition) to read. C.2 2.2.4 Use knowledge of word parts (e.g., word families, suffixes, abbreviations) to read. C.2 2.2.5 Use word relationships (e.g., synonyms, antonyms) to read. C.2 2.2.6 Use context clues (e.g., word order) to read text (i.e., words, sentences, ideas). C.2 2.2.7 Use comprehension strategies (e.g., questioning, retelling). C.2 2.2.8 Use fix-up strategies (e.g., look back or read on, identify word errors, alter reading rate) when lack of understanding occurs. C.3 2.2.9 Identify the stated main idea of the text. C.4 2.2.10 Draw conclusions about the ideas in the text (e.g., true or false). C.4 2.2.11 Connect new information with prior knowledge to address reading purpose. C.5

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LEVEL 3 READING (LOW INTERMEDIATE ABLE)

Ohio's Standards and Competencies (July 2000-June 2003)	EFF standard and Components of Performance	Ohio's Revised Benchmarks (July 2003-)
1. **Select and apply appropriate word recognition skills to pronounce and comprehend the meaning of familiar words and to estimate the pronunciation of unfamiliar words.** C.2 1.1 Recognize increasing number of words by sight (sight vocabulary). C.2 1.2 Apply knowledge of language patterns (e.g., syllables, common affixes) to pronounce and predict the meaning of unfamiliar words. C.2 1.3 Use context clues to approximate the pronunciation of unfamiliar words. C.2 1.4 Identify and use references to pronounce and identify the meanings of unfamiliar words in text. C.2 2. **Demonstrate knowledge of vocabulary in varied instructional contexts.** C.2 2.1 Recognize and comprehend the meaning of moderately complex occupational, technical, and content-specific vocabulary. C.2 2.2 Apply knowledge of context clues to predict the meaning of unfamiliar words and to distinguish meanings of homographs and words with multiple meanings. C.2 2.3 Use context clues to infer appropriate meaning of moderately complex passages. C.2 2.4 Use the meaning of affixes and roots to build vocabulary in specific contexts. C.2 2.5 Apply knowledge of synonyms, antonyms, homonyms, homographs, and words with multiple definitions to determine meanings of unfamiliar words. C.2 3. **Read and interpret signs, symbols, abbreviations, and common acronyms.** C.2 3.1 Identify and interpret codes and symbols found in various contexts (e.g., specific home, work, or community environments). C.2 3.2 Apply knowledge of signs, symbols, abbreviations, and common acronyms to comprehend and apply to moderately complex tasks. C.2 3.3 Interpret simple dials and scales. C.2 4. **Apply reading skills to interpret functional and informational texts (e.g., consumer information, newspapers, civic documents).** C.4 4.1 Identify and summarize main idea and critical details and relate them to other topics. C.4 4.2 Identify author's point of view and relate it to other sources, real life experiences, different genre, and related topics. C.4 4.3 Makes inferences and draw conclusions from author's purpose and point of view. C.4 4.4 Distinguish facts from opinions. C.4	**Read with understanding.** C.1 Determine the reading purpose. C.2 Select reading strategies appropriate to the purpose. C.3 Monitor comprehension and adjust reading strategies. C.4 Analyze information and reflect on its underlying meaning. C.5 Integrate it with prior knowledge to address reading purpose.	2.3.1 Identify prior knowledge about topic. C.1, C.5 2.3.2 Select purpose (e.g., to be informed, to be entertained, to interpret, to solve problems) to focus reading. C.1 2.3.3 Use knowledge of word parts (e.g., word families, prefixes, suffixes, root/base words, compounds, contractions, abbreviations, symbols, acronyms) to read. C.2 2.3.4 Use word relationships (e.g., synonyms, antonyms, multiple meaning words, connotation, denotation, idioms) to read. C.2 2.3.5 Use context clues (e.g., sentence and paragraph structure, definition, restatement, example) to comprehend text. C.2 2.3.6 Use comprehension strategies (e.g., summarizing, predicting). C.2 2.3.7 Use fix-up strategies (e.g., look back or read on, identify word errors, alter reading rate) when lack of understanding occurs. C.3 2.3.8 Identify the unstated main idea and supporting details of the text. C.4 2.3.9 Draw conclusions based on the information in the text (e.g., fact vs. opinion). C.4 2.3.10 Connect new information with prior knowledge to address reading purpose. C.5

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LEVEL 4 READING (HIGH INTERMEDIATE ABLE)

Ohio's Standards and Competencies (July 2000-June 2003)	EFF standard and Components of Performance	Ohio's Revised Benchmarks (July 2003-)
1. Demonstrate literal and inferential comprehension of simply written materials. C.4 1.1 Identify directly stated main ideas. C.4 1.2 Identify inferred main ideas. C.4 1.3 Locate directly stated details (e.g., examples, facts, descriptions, reasons) that contribute to understanding the main idea. C.4 1.4 Paraphrase and summarize (e.g., retell, recall, or explain) information in simple texts. C.4 1.5 Draw conclusions based on details in the text. C.4 1.6 Identify and interpret basic figurative language (e.g., similes, metaphors, idioms). C.4 **2. Demonstrate knowledge of paragraph structure and document organization.** C.2 2.1 Identify basic organizational patterns (e.g., cause-effect, sequence, chronology, compare-contrast) for different types of reading material or documents. C.2 2.2 Use syntactic clues (e.g., sequence pattern: first, second, then) that guide the reader through selected text organization patterns. C.2 2.3 Summarize information according to organizational pattern of materials. C.4 **3. Demonstrate skill in varying reading rate for specific purposes.** C.1 3.1 Read carefully to learn new information. C.2, C.4 3.2 Skim to determine main idea. C.2, C.4 3.3 Scan to locate a specific detail. C.2, C.4	**Read with understanding.** C.1 Determine the reading purpose. C.2 Select reading strategies appropriate to the purpose. C.3 Monitor comprehension and adjust reading strategies. C.4 Analyze information and reflect on its underlying meaning. C.5 Integrate it with prior knowledge to address reading purpose.	2.4.1 Identify prior knowledge about topic. C.1, C.5 2.4.2 Select purpose (e.g., to be informed, to be entertained, to interpret, or to solve problems) to focus reading. C.1 2.4.3 Use knowledge of word parts (e.g., word families, prefixes, suffixes, root/base words, compounds, contractions, abbreviations symbols, acronyms) to read. C.2 2.4.4 Use word relationships (e.g., synonyms, antonyms, multiple meaning words, connotation, denotation, idioms, simile, metaphor, personification) to read. C.2 2.4.5 Use context clues (e.g., word, sentence and paragraph structure, definition, restatement, example, comparison, contrast, cause and effect) to comprehend text. C.2 2.4.6 Use comprehension strategies (e.g., identifying narrative and/or expository writing, making inferences). C.2 2.4.7 Use fix-up strategies (e.g., look back or read on, identify word errors, alter reading rate) when lack of understanding occurs. C.3 2.4.8 Identify the unstated main idea and supporting details of the text. C.4 2.4.9 Identify figurative language (e.g., metaphor, simile, personification) in the text. C.4 2.4.10 Draw conclusions based on elements of a narrative (e.g., setting, plot, character, point of view). C.4 2.4.11 Connect new information with prior knowledge to address reading purpose. C.5

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LEVEL 5 READING (LOW ADULT SECONDARY EDUCATION)

Ohio's Standards and Competencies (July 2000-June 2003)	EFF standard and Components of Performance	Ohio's Revised Benchmarks (July 2003-)
1. **Demonstrate knowledge of vocabulary in varied instructional contexts.** C.2 1.1 Use word structures (e.g., affixes, synonyms, multiple meanings) to expand vocabulary in specific contexts. C.2 1.2 Recognize and comprehend the meaning of complex occupational, technical, and content-specific (academic) vocabulary. C.2 1.3 Use context clues and knowledge of word structures to predict meaning of unfamiliar words and to infer appropriate meaning of complex passages. C.4 2. **Demonstrate literal and inferential comprehension of moderately complex materials.** C.4 2.1 Identify directly stated main ideas. C.4 2.2 Identify inferred main ideas. C.4 2.3 Demonstrate understanding of abstract themes. C.4 2.4 Distinguish a conclusion from a supporting statement or detail. C.4 2.5 Locate directly stated details (e.g., examples, facts, descriptions, reasons) that contribute to understanding the main idea. C.4 2.6 Paraphrase and summarize (e.g., retell, recall, or explain) information in moderately complex texts. C.4 2.7 Draw conclusions based on details in the text. C.4 2.8 Identify and interpret common figurative language found in texts. C.4 2.9 Apply knowledge and skills to interpret and analyze information in various contexts (e.g. health, work, parenting, community agencies). C.4 3. **Read and interpret moderately complex documents (i.e., tables, schedules, charts, graphs, maps, forms, diagrams).** C.4 3.1 Locate several pieces of information in moderately complex documents. C.4 3.2 Follow directions for completing moderately complex documents. C.4 3.3 Summarize information located in moderately complex documents. C.4 3.4 Identify relationships between similar documents (e.g., charge slip and invoice) and compare information. C.4 3.5 Apply prior knowledge to comprehend signs, symbols, abbreviations, and acronyms. C.5 4. **Demonstrate knowledge of paragraph structure and document organization.** C.2 4.1 Apply knowledge of organizational patterns to improve comprehension and organize summary of text. C.2 4.2 Integrate information from charts, graphs, and tables to improve comprehension of text. C.5 4.3 Use resources such as bibliographies and footnotes to gather additional information. C.4	**Read with understanding.** C.1 Determine the reading purpose. C.2 Select reading strategies appropriate to the purpose. C.3 Monitor comprehension and adjust reading strategies. C.4 Analyze information and reflect on its underlying meaning. C.5 Integrate it with prior knowledge to address reading purpose.	2.5.1 Identify prior knowledge about topic. C.1, C.5 2.5.2 Select purpose (e.g., to be informed, to be entertained, to interpret, to solve problems) to focus reading. C.1 2.5.3 Use knowledge of word parts (e.g., word families, prefixes, suffixes, root/base words, compounds, contractions, abbreviations, symbols, acronyms) to read. C.2 2.5.4 Use word relationships (e.g. synonyms, antonyms, multiple meaning words, connotation, denotation, idioms, simile, metaphor, personification) to read. C.2 2.5.5 Use context clues (e.g., word, sentence and paragraph structure, definition, restatement, example, comparison, contrast, cause and effect) to comprehend text. C.2 2.5.6 Match choice of comprehension strategies to a variety of reading materials (e.g., periodicals, journals, literature). C.2 2.5.7 Use fix-up strategies (e.g., look back or read on, identify word errors, alter reading rate) when lack of understanding occurs. C.3 2.5.8 Identify the unstated main idea and supporting details of the text. C.4 2.5.9 Identify figurative language (e.g., metaphor, simile, personification) in the text. C.4 2.5.10 Draw conclusion based on elements of a narrative (e.g., setting, plot, character, point of view). C.4 2.5.11 Connect new information with prior knowledge to address reading purpose. C.5

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LEVEL 6 READING (HIGH ADULT SECONDARY EDUCATION)		
Ohio's Standards and Competencies (July 2000-June 2003)	**EFF standard and Components of Performance**	**Ohio's Revised Benchmarks (July 2003-)**
1. Demonstrate literal and inferential comprehension of complex materials. C.4 1.1 Identify directly stated and inferred main ideas. C.4 1.2 Identify implied details and unstated assumptions that contribute to understanding the main idea. C.4 1.3 Recognize and understand complex instructions or directions that include conditionals and multiple steps. C.4 1.4 Identify and interpret figurative language found in texts. C.4 1.5 Apply knowledge and skills to interpret, analyze, draw conclusions, and generalize from written information. C.4 1.6 Identify opinions, propaganda, bias, and sources to evaluate written materials. C.4 1.7 Apply information and ideas to new contexts or situations. C.5 1.8 Analyze a variety of genre (non-fiction and fiction). C.4 **2. Read and interpret complex documents (i.e., tables, schedules, charts, graphs, maps, and forms, diagrams).** C.4 2.1 Follow directions for completing complex documents. C.4 2.2 Summarize and compare information in complex documents. C.4 2.3 Draw conclusions from information presented in documents. C.4 2.4 Analyze information in documents to predict or make decisions. C.4	**Read with understanding.** C.1 Determine the reading purpose. C.2 Select reading strategies appropriate to the purpose. C.3 Monitor comprehension and adjust reading strategies. C.4 Analyze information and reflect on its underlying meaning. C.5 Integrate it with prior knowledge to address reading purpose.	2.6.1 Identify prior knowledge about topic. C.1, C.5 2.6.2 Select purpose (e.g., to be informed, to be entertained, to interpret, to solve problems) to focus reading. C.1 2.6.3 Use knowledge of word parts (e.g., word families, prefixes, suffixes, root/base words, compounds, contractions, abbreviations, symbols, acronyms) to read. C.2 2.6.4 Use word relationships (e.g., synonyms, antonyms, multiple meaning words, connotation, denotation, idioms, simile, metaphor, personification) to read. C.2 2.6.5 Confirm meanings of words using context clues (e.g., word, sentence and paragraph structure, definition, restatement, example, comparison, contrast, cause and effect). C.2 2.6.6 Match choice of comprehension strategies to a variety of reading materials (e.g., periodicals, journals, literature). C.2 2.6.7 Use fix-up strategies (e.g., look back or read on, identify word errors, alter reading rate) when lack of understanding occurs. C.3 2.6.8 Identify the unstated main idea and supporting details of the text. C.4 2.6.9 Recognize bias, propaganda, stereotyping, and exaggeration in the text. C.4 2.6.10 Identify satire and irony in the text. C.4 2.6.11 Draw conclusion based on the appropriateness of the details to support the writer's argument or position. C.4 2.6.12 Connect new information with prior knowledge to address reading purpose. C.5

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LEVEL 1 WRITING (BEGINNING LITERACY)

Ohio's Standards and Competencies (July 2000-June 2003)	EFF standard and Components of Performance	Ohio's Revised Benchmarks (July 2003-)
C 1. **Demonstrate basic eye-hand coordination.**C.2 a. Use a common (standard) writing instrument. C.2 b. Trace simple shapes and lines. C.2 1.1 Copy simple shapes and lines. C.2 1.2 Write left to right and top to bottom on a page. C.2 2. **Demonstrate basic knowledge of the alphabet.** C.2 2.1 Identify upper and lower case letters of the alphabet in the printed form. C.2 2.2 Write upper and lower case letters of the alphabet from print. C.2 2.3 Write upper and lower case letters of the alphabet from memory. C.2 2.4 Write letters that correspond to sounds. C.2 2.5 Write basic words spelled orally. C.3 2.6 Spell familiar words as pronounced. C.3 2.7 Spell phonemically words as pronounced. C.3 2.8 Understand basic word and letter patterns. C.2 3. **Apply the writing process to complete basic writing tasks.** C.2 3.1 Write words and/or phrases in sequence as pronounced. C.2 3.2 Write words to form phrases as pronounced. C.2 3.3 Write words to form simple sentences as pronounced. C.2 3.4 Write words to form simple messages as pronounced. C.2 3.5 Compose simple phrases. C.2 3.6 Compose simple sentences. C.2 3.7 Compose simple messages. C.2 3.8 Complete simple forms using name, address, phone number, and social security number. C.2	**Convey ideas in writing.** C.1 Determine the purpose for communicating. C.2 Organize and present information to serve the purpose, context, and audience. C.3 Pay attention to the conventions of the English language usage, including grammar, spelling, and sentence structure to minimize barriers to readers' comprehension. C.4 Seek feedback and revise to enhance the effectiveness of communication.	3.1.1 Choose a topic for a writing situation. C.1 3.1.2 Choose an audience for a writing situation. C.1 3.1.3 Choose a purpose for a writing situation (e.g., to tell a personal story, to convey a message). C.1 3.1.4 Use a strategy to generate ideas for writing (e.g., discussions, brainstorming, webs). C.2 3.1.5 Choose organizational pattern to present ideas in a logical order (e.g., time order, comparison-contrast, cause-effect). C.2 3.1.6 Use grammatical structures (e.g., present and past tense verbs, plurals). C.3 3.1.7 Write simple sentences (e.g., statements, questions, commands) conveying a clearly stated idea or opinion (e.g., note, message). C.3 3.1.8 Use end marks to punctuate simple sentences (e.g., periods, question marks, exclamation points). C.3 3.1.9 Spell high frequency words. C.3 3.1.10 Use capitalization rules needed for writing situation (e.g., the pronoun "I", the first word of a sentence, names, proper nouns, months, days). C.3 3.1.11 Develop writing focused on one topic and supported by relevant information and examples. C.2 3.1.12 Use feedback from a variety of sources to improve writing (e.g., teacher, peers). C.4 3.1.13 Revise writing to make sure ideas are clearly stated, focus on one topic, and are presented in a logical order. C.4 3.1.14 Reread and check legibility and writing conventions (e.g., end marks, capitalization of the pronoun "I"). C.4

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LEVEL 2 WRITING (BEGINNING ABLE)		
Ohio's Standards and Competencies (July 2000-June 2003)	**EFF standard and Components of Performance**	**Ohio's Revised Benchmarks (July 2003-)**
1. **Apply basic principles of language mechanics in written work.** C.3 1.1 Identify and use common nouns. C.3 1.2 Identify and use proper nouns. C.3 1.3 Identify and use singular and plural nouns. C.3 1.4 Identify and use common verbs. C.3 1.5 Identify and use singular and plural verbs. C.3 1.6 Understand subject-verb agreement. C.3 1.7 Use basic principles of capitalization. C.3 1.8 Identify and use common punctuation marks. C.3 2. **Complete basic writing tasks.** C.2 2.1 Write names and addresses correctly. C.2 2.2 Write simple lists, notes, and messages legibly and with accurate content. C.2 2.3 Complete basic forms and documents legibly and with accurate content. C.2 2.4 Write a variety of complete simple sentences including statements, questions, and commands. C.3 2.5 Write a basic paragraph including a topic sentence and several supporting sentences. C.2 2.6 Write a simple personal letter using an appropriate format. C.2 2.7 Complete a simple job application form with correct data. C.2 2.8 Complete all basic writing tasks legibly and with accurate content. C.2, C.4 3. **Demonstrate knowledge of basic writing concepts.** C.2 3.1 Identify basic writing purposes. C.1 3.2 Identify audience for writing. C.1 3.3 Identify procedures for producing final document. C.4 3.4 Produce final document using basic writing concepts. C.4	**Convey ideas in writing.** C.1 Determine the purpose for communicating. C.2 Organize and present information to serve the purpose, context, and audience. C.3 Pay attention to the conventions of the English language usage, including grammar, spelling, and sentence structure to minimize barriers to readers' comprehension. C.4 Seek feedback and revise to enhance the effectiveness of communication.	3.2.1 Choose a topic, audience, and purpose (e.g., to tell a personal story, to convey a message) for a writing situation. C.1 3.2.2 Use a strategy to generate ideas for writing (e.g., discussions, brainstorming, webs). C.2 3.2.3 Choose organizational pattern to present ideas in a logical order (e.g., time order, comparison-contrast, cause-effect). C.2 3.2.4 Use grammatical structures (e.g., present and past tense verbs, plurals). C.3 3.2.5 Write a range of simple sentences (e.g., statements, questions, commands). C.3 3.2.6 Use end marks to punctuate simple sentences (e.g., periods, question marks, exclamation points). C.3 3.2.7 Spell high frequency words. C.3 3.2.8 Use correct capitalization. C.3 3.2.9 Develop writing focused on one topic and supported by relevant information and examples. C.2 3.2.10 Use feedback from a variety of sources to improve writing (e.g., teacher, peers). C.4 3.2.11 Revise writing to make sure ideas are clearly stated, focus on one topic, and are presented in a logical order. C.4 3.2.12 Reread and check legibility and writing conventions (e.g., end marks, capitalization of the pronoun "I"). C.4

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LEVEL 3 WRITING (LOW INTERMEDIATE ABLE)

Ohio's Standards and Competencies (July 2000-June 2003)	EFF standard and Components of Performance	Ohio's Revised Benchmarks (July 2003-)
1. Demonstrate knowledge of spelling conventions. C.3 1.1 Spell correctly familiar and unfamiliar words that are pronounced. C.3 1.2 Apply knowledge of spelling rules and exceptions. C.3 1.3 Apply knowledge of spelling rules and exceptions to correct errors. C.3 1.4 Write an accurate paragraph using spelling conventions. C.3 **2. Apply basic language mechanics principles in written work.** C.3 2.1 Use correct capitalization in all written work. C.3 2.2 Use correct punctuation in all written work. C.3 2.3 Recognize basic parts of speech. C.3 2.4 Apply standard English in all formal writing. C.3 **3. Demonstrate knowledge of writing concepts.** C.2 3.1 Write a variety a complete, simple and compound sentences. C.2 3.2 Write simple paragraphs using directly stated and inferred main ideas and supportive details. C.2 3.3 Analyze audience and purpose for writing. C.1 3.4 Choose appropriate format and language for audience and/or purpose. C.1 3.5 Write accurate notes and messages to different audiences. C.1 3.6 Understand and apply the basic organization and structure of written information. C.2 3.7 Complete moderately complex forms and documents legibly and with accurate content. C.2 3.8 Write a simple business or personal letter using appropriate format and content for a specific audience. C.1 **4. Demonstrate appropriate use of dictionaries and reference materials.** C.3 4.1 Locate words in the dictionary using alphabetizing knowledge. C.3 4.2 Use dictionary to divide words into syllables.C.3 4.3 Use dictionary diacritical marks for pronunciation guide. C.3 4.4 Use dictionary to understand word origin, use, and tenses. C.3	**Convey ideas in writing.** C.1 Determine the purpose for communicating. C.2 Organize and present information to serve the purpose, context, and audience. C.3 Pay attention to the conventions of the English language usage, including grammar, spelling, and sentence structure to minimize barriers to readers' comprehension. C.4 Seek feedback and revise to enhance the effectiveness of communication.	3.3.1 Adjust topic, purpose, and audience for a writing situation. C.1 3.3.2 Use a strategy to generate ideas for writing (e.g., discussions, brainstorming, webs). C.2 3.3.3 Choose organizational pattern to present ideas in a logical order (e.g., time order, comparison-contrast, cause-effect). C.2 3.3.4 Use grammatical structures (e.g., subject/verb agreement). C.3 3.3.5 Write a range of simple sentences (e.g., statements, questions, commands). C.3 3.3.6 Use correct punctuation (e.g., commas, end marks, apostrophes, quotation marks). C.3 3.3.7 Spell high frequency words. C.3 3.3.8 Use correct capitalization. C.3 3.3.9 Create a paragraph with a clearly focused main idea which is supported by specific, relevant details and examples (e.g., letter, instructions). C.2 3.3.10 Use feedback from a variety of sources to improve writing (e.g., teacher, peers). C.4 3.3.11 Revise writing to make sure paragraph is focused on a main idea, contains supporting sentences, and is presented in a logical order. C.4 3.3.12 Proofread to improve writing conventions (e.g. check punctuation of contractions and possessives). C.4

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LEVEL 4 WRITING (HIGH INTERMEDIATE ABLE)

Ohio's Standards and Competencies (July 2000-June 2003)	EFF standard and Components of Performance	Ohio's Revised Benchmarks (July 2003-)
1. **Apply spelling conventions and language mechanics principles in written work.** C.3 1.1 Write words correctly. C.3 1.2 Write using correct capitalization. C.3 1.3 Write using correct punctuation. C.3 1.4 Write using correct grammar. C.3 2. **Use basic proofreading skills to correct errors in capitalization, punctuation, grammar, and spelling.** C.4 2.1 Recognize and correct common errors in specific language conventions (e.g. subject-verb agreement). C.4 2.2 Recognize and correct simple errors in grammar, syntax, punctuation, and spelling. C.4 2.3 Seek feedback to correct errors in grammar, syntax, punctuation, and spelling. C.4 2.4 Revise material to be direct, concise, clear, consistent, and accurate. C.4 3. **Apply writing concepts consistently in all written work.** C.2 3.1 Write a variety of complete and descriptive sentences to convey shades of meaning. C.2 3.2 Incorporate technical vocabulary in writing, as appropriate. C.2 3.3 Write paragraphs including directly stated and inferred main ideas and supportive details to clearly convey messages. C.2 3.4 Apply organizational and structural writing concepts to write clearly and logically. C.2 3.5 Analyze audience and purpose for writing and apply to written work. C.1 3.6 Complete complex forms, documents, or simple resumes accurately. C.2 3.7 Compose a formal letter using correct punctuation and format. C.2 3.8 Complete a multi-paragraph paper on material read or observed. C.2	**Convey ideas in writing.** C.1 Determine the purpose for communicating. C.2 Organize and present information to serve the purpose, context, and audience. C.3 Pay attention to the conventions of the English language usage, including grammar, spelling, and sentence structure to minimize barriers to readers' comprehension. C.4 Seek feedback and revise to enhance the effectiveness of communication.	3.4.1 Adjust topic, purpose, and audience for a writing situation. C.1 3.4.2 Use strategies to generate ideas for writing (e.g., Venn diagrams, maps, rough outlines). C.2 3.4.3 Choose organizational pattern to present ideas in a logical order (e.g., time order, comparison-contrast, cause-effect). C.2 3.4.4 Use grammatical structures (e.g., noun/ pronoun agreement). C.3 3.4.5 Write a range of simple, compound, and complex sentences. C.3 3.4.6 Use correct punctuation (e.g., commas, semi colons). C.3 3.4.7 Spell correctly (e.g., using tools, such as a dictionary or word bank). C.3 3.4.8 Use correct capitalization. C.3 3.4.9 Develop multiple paragraphs with a controlling main idea, topic sentences, and supporting sentences containing specific, relevant details and examples (e.g., narratives, descriptions, short essays). C.2 3.4.10 Use feedback from a variety of sources to improve writing (e.g., teacher, peers). C.4 3.4.11 Revise writing to make sure paragraph is focused on a main idea, contains supporting sentences, and is presented in a logical order. C.4 3.4.12 Proofread to improve writing conventions (e.g., maintain appropriate verb tenses, eliminate inappropriate slang). C.4

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LEVEL 5 WRITING (LOW ADULT SECONDARY EDUCATION)

Ohio's Standards and Competencies (July 2000-June 2003)	EFF standard and Components of Performance	Ohio's Revised Benchmarks (July 2003-)
1. Use more sophisticated sentence structure to express ideas and thoughts. C.3 1.1 Create and/or combine sentences using coordination and subordination. C.3 1.2 Recognize and use parallel structure. C.3 1.3 Recognize and use active and passive voice to create emphasis and variety. C.3 1.4 Use semicolons and other punctuation accurately. C.3 **2. Apply language mechanics principles correctly in all written work.** C.3 2.1 Use verb tense accurately. C.3 2.2 Use subject-verb agreement accurately. C.3 2.3 Identify and use appropriate adjective and adverb forms. C.3 2.4 Use correct pronoun references. C.3 2.5 Correctly capitalize words. C.3 2.6 Correctly punctuate sentences. C.3 2.7 Use all parts of speech accurately. C.3 2.8 Select words whose denotations and connotations match your meaning. C.3 **3. Compose a report or summary on material read or observed.** C.2 3.1 Develop an outline using correct organizational structures. C.2 3.2 Complete a first draft of a document containing several paragraphs. C.2 3.3 Incorporate organizational structures (headings, references, quotations) in writing. C.2 3.4 Use all language conventions appropriately. C.3 3.5 Proofread, revise, and edit the first draft. C.4 3.6 Complete a final draft. C.4 3.7 Write accurate synthesis of oral instructions or facts. C.2 3.8 Write a synopsis of material read or observed. C.2 **4. Refine proofreading and dictionary reference skills.** C.4, C.3 4.1 Use dictionary efficiently and effectively.C.3 4.2 Use thesaurus and other reference sources. C.3 4.3 Use compensatory methods for spelling and editing. C.4 4.4 Revise writing to be more direct, clear, concise, consistent, and accurate. C.4	**Convey ideas in writing.** C.1 Determine the purpose for communicating. C.2 Organize and present information to serve the purpose, context, and audience. C.3 Pay attention to the conventions of the English language usage, including grammar, spelling, and sentence structure to minimize barriers to readers' comprehension. C.4 Seek feedback and revise to enhance the effectiveness of communication.	3.5.1 Adjust topic, purpose, and audience for a writing situation. C.1 3.5.2 Use multiple strategies for generating ideas to fit writing situation. C.2 3.5.3 Evaluate and adjust organizational pattern for ideas (e.g., time order, comparison-contrast, cause-effect). C.2 3.5.4 Maintain use of grammatical structures (e.g., dependent and independent clauses). C.3 3.5.5 Write sentences using sentence patterns needed for writing situation (i.e., simple, compound, complex, compound-complex). C.3 3.5.6 Use correct punctuation. C.3 3.5.7 Use correct spelling. C.3 3.5.8 Use correct capitalization. C.3 3.5.9 Develop multiple paragraphs with a controlling main idea, topic sentences, and supporting sentences containing specific, relevant details and examples (e.g., narratives, descriptions, short essays). C.2 3.5.10 Use feedback from a variety of sources to improve writing (e.g., teacher, peers). C.4 3.5.11 Evaluate writing to clarify main idea and maintain consistent style, tone, and voice (e.g., word choice, sentence structure, paragraph order). C.4 3.5.12 Proofread to improve writing conventions (e.g. check subject/verb agreement, use of commas and semi-colons, eliminate fragments and run-ons). C.4

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LEVEL 6 WRITING (HIGH ADULT SECONDARY EDUCATION)

Ohio's Standards and Competencies (July 2000-June 2003)	EFF standard and Components of Performance	Ohio's Revised Benchmarks (July 2003-)
1. **Compose appropriate written documents.** C.2 1.1 Compose draft documents as required. C.2 1.2 Review and understand various writing styles. C.2 1.3 Review and understand various document styles. C.2 1.4 Revise and edit draft documents to complete a final draft document. C.4 2. **Use writing as a tool for professional or personal communication.** C.2 2.1 Write an application letter and resume for employment. C.2 2.2 Write an opinion letter to be mailed to an elected official, newspaper, or group. C.2 2.3 Write a formal letter to a business, agency, or institution. C.2 2.4 Write a short story, poem, or essay based on personal experience. C.2	**Convey ideas in writing.** C.1 Determine the purpose for communicating. C.2 Organize and present information to serve the purpose, context, and audience. C.3 Pay attention to the conventions of the English language usage, including grammar, spelling, and sentence structure to minimize barriers to readers' comprehension. C.4 Seek feedback and revise to enhance the effectiveness of communication.	3.6.1 Adjust topic, purpose, and audience for a writing situation. C.1 3.6.2 Evaluate and adjust use of strategies to generate ideas for each writing situation. C.2 3.6.3 Evaluate and adjust organizational pattern for ideas (e.g., time order, comparison-contrast, cause-effect). C.2 3.6.4 Maintain use of grammatical structures (e.g., parallel structure to items presented in a series). C.3 3.6.5 Write sentences using sentence patterns needed for writing situation (i.e., simple, compound, complex, compound-complex). C.3 3.6.6 Use correct punctuation. C.3 3.6.7 Use correct spelling. C.3 3.6.8 Use correct capitalization. C.3 3.6.9 Organize paragraphs to create engaging writing that extends the thesis. C.2 3.6.10 Use feedback from a variety of sources to improve writing (e.g., teacher, peers). C.4 3.6.11 Evaluate writing to clarify main idea and maintain consistent style, tone, and voice (e.g., word choice, sentence structure, paragraph order). C.4 3.6.12 Proofread to improve writing conventions (e.g., correct dangling and misplaced modifiers, evaluate use of passive voice). C.4

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